

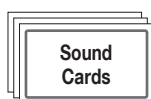
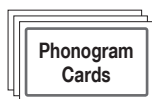
Step 18 – FF, LL, and SS

This lesson will teach three new phonograms and that letters f, l, and s may be doubled at the end of a word.

You will need: letter tiles ck, ng, and nk, Phonogram Cards 30-32, Sound Cards 30-32, Key Card 9, the extra f, l, and s tiles, Word Cards 101-110

Before teaching your student today, review the new Phonogram Cards that you will be presenting in the lesson.

Review



New Teaching

Teach New Phonograms CK, NG, and NK

“We have three new tiles today.”

Point to the ck tile. ck

“Repeat after me: /k/, two-letter /k/.” *Student repeats.*

Point to the ng tile. ng

“Repeat after me: /ng/.” *Student repeats.*

Point to the nk tile. nk

“Repeat after me: /ngk/.” *Student repeats.*

“Good. These tiles are consonant teams, so let’s put them in the right spot in our letter tile setup.” Help your student organize the new tiles.

Store the new tiles under the following label:

Consonant Teams

ck

ng

nk



New Teaching

(continued)

Take out Phonogram Cards 30-32 and practice them with your student.

Practice Sound Cards 30-32 with your student. Dictate the sound and have your student write the phonogram.

File cards behind the appropriate Review dividers.

Teach Key Card 9: Doubling the Letters F, L, and S

Build the words *off*, *tell*, and *dress* with tiles.

o f f

t e l l

d r e s s

“At the end of one-syllable words, we often double the letters f, l, and s when they come right after a single vowel.”

“A **single vowel** means **one vowel**. It means that there aren’t two vowels in a row.”

Point to the word *off*. “How many syllables are in the word *off*?” *One.*

“Does the f come right after a single vowel?” *Yes.*

Point to the word *tell*. “How many syllables are in the word *tell*?” *One.*

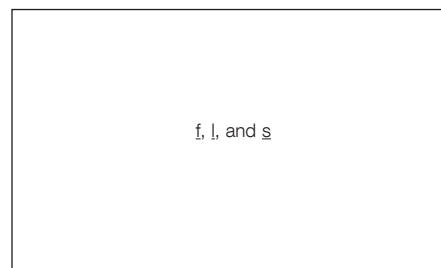
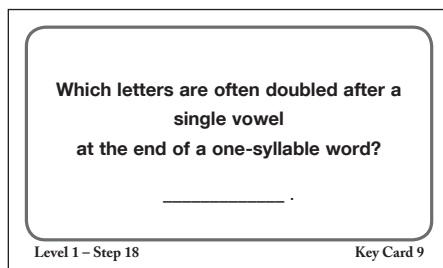
“Does the l come right after a single vowel?” *Yes.*

Point to the word *dress*. “How many syllables are in the word *dress*?” *One.*

“Does the s come right after a single vowel?” *Yes.*

Read Key Card 9 with your student and then file it behind the Review divider.

This rule is sometimes called the **Floss Rule** because the word *floss* follows the rule and contains the letters f, l, and s.



New Teaching

(continued)

We double the f, l, and s after a single vowel in hundreds of words, but there are several common words in which we do **not** double the last letter. Your student has already learned six of those words: *if*, *gas*, *yes*, *this*, *us*, and *bus*.

When a final s sounds like /z/, as in *has*, *was*, and *is*, it is not doubled.

Word Cards 101-110: Spell with Tiles

Dictate the words and have your student spell them with tiles. Follow the **Procedure for Spelling with Tiles**, illustrated in Appendix C.

101. tell

102. doll

103. fell

104. hill

105. will

106. sell We sell apples.

107. off

108. miss

109. glass

110. grass

For the words *doll* and *off*, you may need to tell your student to “pronounce for spelling.” In many regions, the words are pronounced *dawl* and *awf* in conversational speech.



Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 101-110 and have him spell the words on paper.



File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 18. Have your student spell them for additional practice.

bell	bill	class	cliff	cuff
dress	drill	fill (fill a cup)	ill	Jill
kill	kiss	less	loss	mess
pass	pill	press	shall	smell
sniff	spell	stiff	still	stuff
well				

Dictate Phrases

Dictate several phrases each day.

fell off
sit still
tell Dan
math class
sniff and smell
fill this glass
rag doll
big cliff
will sell
hug and kiss
best dress
dug that well